GOVERNOR DUMMER ACADEMY

CATALOGUE
1965-1966

Founded 1763

GOVERNOR DUMMER ACADEMY

South Byfield, Massachusetts

01980

CATALOGUE

1965-1966

Two Hundred and Third Year

TRAVEL DIRECTIONS

The Academy is readily accessible by automobile. It is located directly on U. S. Route No. 1 about 35 miles north of Boston and four miles south of Newburyport. It is about halfway between Byfield and Newbury as they are shown on road maps. It is a flag stop on the Greyhound bus run between Boston and Portland, Maine. Logan International Airport at Boston is the nearest airport handling commercial airplanes. Private planes may most conveniently land at Beverly Airport, Beverly, or Lawrence Airport in Lawrence.

Note that there is no town of South Byfield. South Byfield is simply an old farming area with a post office in a farm house to serve the neighborhood and the Academy. In the best tradition of New England place names, South Byfield lies east and slightly north of the village of Byfield.

TELEPHONE NUMBER

The school is served by the Newburyport, Massachusetts, telephone exchange. The number is Area Code 617-462-6643.

THE ACADEMY

Governor Dummer is the oldest boys' boarding school in the United States. It was founded in 1763 under the will of Lieutenant Governor William Dummer of the Massachusetts Bay Colony who left his farm and colonial mansion in the town of Newbury to three trustees with directions to build a grammar school house. Both mansion and school house still stand, the former as the headmaster's home and the latter as a reminder of the past when many leaders of the new nation were trained here.

Since its incorporation not for profit in 1782, the Academy has been owned by a self-perpetuating Board of Trustees. It owes its present position among the nation's boarding schools to the continuing devotion of its trustees and faculty and particularly to Dr. Charles S. Ingham, Headmaster from 1907 to 1930, and to Dr. Edward W. Eames, Headmaster from 1930 to 1959.

For its 1965-66 enrollment of 260 boarding students and 26 day students, the Academy conceives its function to be the providing of a dedicated and able faculty, modern equipment, a congenial atmosphere, and a standard of excellence which will inspire boys to value thorough learning and to develop a lively sense of responsibility to themselves and to the community.

BOARD OF TRUSTEES

GERRY J. DIETZ '35 — *Syracuse, New York*

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EVERETT WARE SMITH — *Wellesley*

VALLEAU WILKIE, JR. — *South Byfield*

FACULTY — 1965-1966

VALLEAU WILKIE, JR. — *Headmaster*
Yale 1945, A.B.; Harvard 1954, M.A.
Appointed July 1, 1959.

ROBERT EDWARD ANDERSON — *Biology*
Kenyon 1957, A.B.
Appointed September, 1957.

ROBERT FRANCIS BALL, III — *Spanish*
Yale B.A., 1964
University of Zurich
Appointed September, 1964.

JOSEPH LEXINGTON COOLIDGE — *Mathematics*
Williams 1954, A.B.
Appointed September, 1954.

EDWARD WEBSTER DANN — *Mathematics*
Lehigh 1952, B.S. — *Director of Development*
Appointed September, 1955.

EDGAR DANIEL DUNNING — *Business Manager*
Union 1924, B.S.;
Princeton 1925, M.A.
Appointed July, 1930.

EDWARD ASHLEY EAMES, II — *History*
Amherst 1953, A.B.;
Harvard 1958, Ed.M.;
Boston University 1962, M.A.
Appointed September, 1956.

GEORGE HEBERTON EVANS, III — *Mathematics*
Princeton 1949, A.B.
Appointed January, 1949

JOHN ALFRED FENN — *Chemistry*
Rutgers 1938, B.S.;
Boston University 1953, Ed.M.
Appointed September, 1956.

ROBERT LEWIS GRIFFIN — *English*
University of Connecticut;
Salem State College 1963, B.S.
Appointed September, 1963.

JAMES HENRY HIGGINS, III — *English, French*
Brown A.B., 1962
Appointed January, 1965.

NORMAN PITCAIRN JAMES — *German*
Princeton A.B., 1963
Ecole Internationale de Geneve
Appointed September, 1964.

RICHARD N. LEAVITT — *Mathematics*
Amherst 1964, A.B.
Appointed September, 1964

ROBERT HOWE LINBERG — *French*
Williams 1961, A.B.
Appointed September, 1961.

CHRISTOPHER BRUCE MARTIN — *English*
Harvard 1962, A.B.
Appointed September, 1962.

PETER W. MERCER — *Chaplain*
Dickinson B.A., 1962
Andover Newton Theological School
Appointed September, 1964.

THOMAS MCCLARY MERCER — *English*
Centre 1924, A.B.;
Harvard 1930, M.A.
Appointed June, 1930.

THOMAS E. MCDUFFIE, JR. — *Science*
(Teaching Fellow)
Merrimack College 1965, B.S.
Appointed September, 1965

DOUGLAS LEE MILLER — *Physics*
Amherst 1950, A.B.
Appointed September, 1954.

A. MACDONALD MURPHY — *English, Director of Athletics*
Harvard 1929, A.B.
Appointed February, 1931.

HOWARD JULIUS NAVINS — *Latin, Dean of Students*
Williams 1935, A.B.;
Columbia 1937, M.A.
Appointed September, 1936.

JOHN BOYD OGDEN, JR. — *English, Art*
Harvard 1955, A.B.;
Boston University 1963, M.A.
Appointed September, 1963.

JAMES A. ROBINSON — *French*
Syracuse 1963, A.B.
Appointed September, 1965

ARTHUR WOODBURY SAGER — *Public Speaking*
Bates 1926, A.B.
Appointed September, 1930.

LUCIUS MANLIUS SARGENT, JR. — *Mathematics*
Amherst 1945, A.B.
Appointed September, 1960.

DOUGLAS IJAMS SMINK, JR. — *English*
Washington and Lee B A., 1959
Duke M.A.T., 1961
Appointed September, 1964.

WILLIAM HARTLEY SPERRY — *History*
Gettysburg 1950, A.B.;
Duke 1953, M.A.
Appointed September, 1954.

BENJAMIN JOHNSON STONE — *Latin, Mathematics, Director of Studies*
Hamilton 1932, A.B.
Appointed September, 1932.

MARGARET SULLIVAN — *French, Spanish*
University of Vermont 1963, A.B.
University of Dijon
University of Madrid
Appointed September, 1965

ESTHER DIKEMAN THURLOW — *Librarian*
Bryn Mawr 1928, A.B.
Appointed September, 1957.

DAVID MICHAEL WILLIAMS — *History*
Franklin and Marshall 1950, A.B.;
University of Pennsylvania 1951, M.A.
Appointed September, 1951.

JOHN JAMES WITHERSPOON — *Director of Admissions*
Harvard 1937, A.B.; 1940, LL.B.
Appointed September, 1947.

SPECIAL FACULTY

DAVID M. GRANT — *Machine Shop*

MRS. EDITH TRUE MARSHALL — *Piano*

MRS. FLORENCE C. PEARSON — *Violin*

JEFF COOK — *Instrumental Music*

The Frederick S. Moseley Chapel

The Mansion House has been the Headmaster's home since 1763.

STAFF

Mrs. Marguerite M. Ames	*Secretary to the Director of Studies*
Kathryn Brown	*Assistant Secretary*
Mrs. Eleanor M. Caldwell	*Assistant to the Librarian*
John F. Duff, M.D.	*Consultant*
Mrs. Edna H. Finnegan	*Assistant Bookkeeper*
Mrs. Gladys J. Fish	*Secretary to the Director of Development*
Paul E. Griffin	*Chief Engineer*
Mrs. Catherine A. Higgins	*Assistant Secretary*
Estelle H. Kezer, R.N.	*Resident Nurse*
Mrs. Olivia C. Leach	*Assistant Secretary*
Louise Lovell, Simmons, B.S.	*Secretary to the Headmaster*
Sylvia B. Lunt	*Secretary to the Business Manager*
Mrs. Charlotte T. Metcalf (on leave of absence)	*Secretary to the Director of Studies*
Mrs. Bessie E. Noyes, R.N.	*Resident Nurse*
Warwick Potter, M.D.	*School Physician*
Mrs. Marjorie Rouisse	*Bookkeeper*
Mrs. Ethel S. Whitney	*Secretary to the Director of Admissions*

RELIGION

While Governor Dummer is non-sectarian and welcomes boys of all faiths, we firmly believe that religion should be an integral part of a boy's academic and moral training. Each Sunday the school chaplain conducts a non-denominational service, and visiting Roman Catholic clergy celebrate Mass. A variety of religious interpretation is presented by periodic guest speakers. Boys may also attend evening vespers during the week. The chaplain is regularly available to the boys for guidance and counsel. The Religious Discussion Groups, composed of interested juniors and seniors, meet each week to discuss topics of religious and social concern. Under the direction of the Student Chapel Committee and the chaplain, there is a program of social service which provides frequent opportunities for boys to give their time and talents in aiding others in the surrounding communities. Courses offered are described in a separate section below.

COURSE OF STUDY

The course of study covers the four high school years, grades 9 through 12, and prepares boys for either liberal arts or engineering colleges. Class sections average 13 or 14 boys. Each boy's program is flexible and designed to fit his needs and wants. Sections are provided in many courses to challenge boys to advance according to their ability and previous training.

The academic facilities include a library of over 12,000 volumes, separate laboratories for Chemistry and Physics, a combination laboratory-classroom for

Biology and General Science, a science lecture room, two seminar rooms, sixteen classrooms, an audio-visual room, a language laboratory, and two study halls.

RELIGION

HISTORY OF WESTERN RELIGION — 2 hours — 10th grade. A study of the Judaic-Christian tradition, its origins and its development in western civilization. This course is designed to provide an understanding of the major western religions which will in turn provide a basis for understanding other religions. Texts: *The Bible;* Denton, *The Holy Scriptures — A Survey.* Readings from *The Interpreter's Bible;* Price, *Understanding the New Testament;* Bright, *History of Israel;* and others.

RELIGION AND CONTEMPORARY SOCIETY — 2 hours — elective for juniors and seniors. A study of contemporary social problems with a critical view of the role and obligations of twentieth century religion in the solution of these problems. No text. Readings from Harrington, *Other America;* Conant, *Slums and Suburbs;* Wylie, *Generation of Vipers;* Wakefield, *The Addict;* Mitford, *American Way of Death;* Riccio, *All the Way Down;* and others.

INDEPENDENT STUDY IN RELIGION — Number of hours arranged with the chaplain. Elective for a limited number of seniors. An opportunity for independent, individual research in an area chosen by the student. Bibliography compiled jointly by the student and the chaplain to fit the student's particular needs and desires.

ENGLISH

ENGLISH 1 — 5 hours — 9th grade. A course in composition, grammar, and literature including prose, poetry, and drama. There are weekly compositions of 350-400 words, or their equivalent in longer or shorter papers, with mandatory corrections using the McGraw-Hill *Handbook of English* and individual conferences. Much of the fall term is occupied with fundamental work in grammar for which the text is Harrison, *Practical English Grammar.* Dickens' *Great Expectations* is generally used for the study of the novel, although instructors are given some latitude. Representative reading in drama includes Shakespeare's *Richard II, Twelfth Night, As You Like It,* and *Henry IV, Part 1.* One or two of these plays will be chosen for study in class. The reading and study of poetry are from Speer (ed.) *The Pocketbook of Verse.* In connection with the study of the novel and drama, outside reading of the same types is required.

LANGUAGE STUDY — 5 hours — 9th grade. A course for those boys who, in the opinion of the department, need extra work in English. The course consists of work in spelling, grammar, precis writing and a weekly composition. Representative texts are Bessey and Coffin's *Precis Writing* and McGraw-Hill *Handbook of English.* Various spelling texts are used.

ENGLISH 2 — 5 hours — 10th grade. Essentially a continuation of English 1, this course places rather less emphasis on grammar and more emphasis on literature and composition. Representative texts and required reading: McGraw-Hill, *Handbook of English;* Hamilton, *Mythology* or Gayley, *Classic Myths;* Shakespeare, *Henry V, Midsummer Night's Dream, The Merchant of Venice, The Tempest;* Tennyson, *The Idylls of the King;* Williams (ed.) *Pocketbook of Modern Verse;* Hardy, *The Mayor of Casterbridge.* Collateral outside reading supplements the class study of novel and drama.

VOCABULARY BUILDING — 2 hours — 10th grade. A course advised for boys who need bolstering in their reading efficiency. Developmental Reading with tachistoscope and reading films (Iowa, Purdue, or Harvard) starts the year. This is followed by work in a vocabulary builder such as Lewis, *Word Power.* In the spring term emphasis is placed entirely on the improvement of reading comprehension in the recollective and reflective areas largely through the use of mimeographed material prepared by the department.

ENGLISH 3 — 5 hours — 11th grade. This course is largely devoted to a study of American literature. Attention is focused on the Civil War period as a unifying theme. The core book is Benet, *John Brown's Body.* Additional reading may include Guthrie, *The Big Sky, The Way West;* Thoreau, *Civil Disobedience, A Defense of Captain John Brown, Walden;* selected essays by Emerson; Ehrlich, *God's Angry Man;* Crane, *The Red Badge of Courage;* Faulkner, *The Unvanquished;* Sherwood, *Abe Lincoln in Illinois;* Drinkwater, *Robert E. Lee.* Regular outside reading, some assigned and some from the reading list, is required as is a weekly essay.

ENGLISH 4 — 4 hours — 12th grade. The unifying theme of this course is the parallel between the latter days of the Roman Republic and our present western civilization. No text. Reading includes Plutarch, *Lives of Eminent Romans;* Wilder, *The Ides of March; The Portable Roman Reader,* which includes excerpts from Cicero, Caesar, Lucretius, Catullus, Propertius, Tibullus, Horace, and plays by Plautus, and Terence; Highet, *Poets in a Landscape;* Shakespeare, *Julius Caesar, Macbeth, Antony and Cleopatra;* Shaw,

Caesar and Cleopatra. A weekly essay usually on an unassigned topic related to the subject under discussion is required, and the techniques of writing are explored by intensive work in Haines, *Problems in Prose.* In addition, a varying amount of time, usually a term, is devoted to lyric poetry using any one of several anthologies such as Untermeyer, *Living Verse.*

ENGLISH 4A — 4 hours — 12th grade honors course. A course in humanities. One half or more of the year is devoted to the study of tragedy. The remainder of the year deals essentially with the individual and various theories of society. No text. Reading includes: Homer, *The Odyssey;* Aristotle, *Poetics, Ethics;* Aeschylus, *The Orestia;* Sophocles, *The Oedipus Cycle;* Euripides, *Hippolytus, The Trojan Women;* Shakespeare, *Hamlet, Macbeth, Othello,* and two comedies; Hardy, *The Return of the Native;* O'Neill, *Mourning Becomes Electra;* selections from Herodotus and Thucydides; Plato, *The Apology, Crito, Phaedo,* and selections from *The Republic;* Machiavelli, *The Prince;* Marx, *The Communist Manifesto;* Bellamy, *Looking Backward;* Huxley, *Brave New World;* Lippmann, *The Public Philosophy.* Poetry appropriate to the themes under discussion from Milton, Wordsworth, Keats, Shelley, Byron, Arnold, Tennyson and others is included. A weekly critical essay is required.

MATHEMATICS

ALGEBRA 1 — 5 hours — An introductory course in algebra, continuing through the solution of quadratics in one unknown. Concepts and structure are emphasized, but not at the expense of algebra skills. Sections are provided both for beginners and for those who have had some previous experience with algebra. Text: Weeks and Adkins, *First Course in Algebra (Revised edition).*

MATHEMATICS 2 — 5 hours — An integrated course combining an introduction to plane geometry with the continuation of algebra. The work in geometry deals with rectilinear figures, circles, and locus, emphasizing logical reasoning. In algebra a rapid review of the first-year course leads to more advanced work in factoring, quadratic equations, functions, graphs, variation, exponents, and logarithms. The elements of coordinate geometry are introduced. Text: Weeks and Adkins, *Second Course in Algebra;* Shute, Shirk, and Porter, *Plane Geometry.*

MATHEMATICS 3 — 5 hours — A continuation of Mathematics 2, using the same texts. The geometry work is carried through similar figures, areas and regular polygons. The study of algebra is ex-

tended to include graphs of the conics, quadratics in two unknowns, cubic equations, progressions, and the binomial series. The trigonometric functions are introduced in conjunction with the trigonometry of the right triangle. Accelerated sections will also study solid geometry and will complete the elements of plane trigonometry.

PLANE GEOMETRY — 5 hours — For students who enter at the 11th grade level and who have successfully completed two years of algebra. The scope of the course is similar to the geometry covered in Mathematics 2 and Mathematics 3. Offered when there is sufficient demand. Text: Shute, Shirk and Porter, *Plane Geometry.*

ALGEBRA 2 — 5 hours — For students who enter at the 11th grade level and who have successfully completed one year of algebra and one year of plane geometry. The scope is similar to the algebra covered in Mathematics 2 and Mathematics 3. Offered when there is sufficient demand. Text: Weeks and Adkins, *Second Course in Algebra.*

MATHEMATICS 4B — 5 hours — A course in plane trigonometry, and selected topics from advanced algebra, introductory analytic geometry and calculus, descriptive statistics, and operations with sets. Text: Vannatta, Carnahan, and Fawcett, *Advanced Mathematics for High Schools.*

MATHEMATICS 4A — 4 hours — A thorough preparation for college courses in calculus, abstract algebra, and probability. Includes field properties, sequences and series, functions (polynomial, transcendental, trigonometric), vectors, analytic geometry of two and three dimensions, probability. Text: Dolciani et al, *Modern Introductory Analysis.*

MATHEMATICS 5 — 4 hours — A college-level course aimed at Advanced Placement. Differential and integral calculus of algebraic and transcendental functions. Analytic geometry. Text: Johnson and Kiokemeister, *Calculus and Analytic Geometry.*

At the discretion of the instructor, special papers or projects may be required in the advanced courses.

The Academy's attitude toward "Modern Math" is the subject of frequent questions by visitors. Since most new students have had varying degrees of modern math training, emphasis in our Mathematics program has recently been changing from year to year to adapt itself to new developments. We believe that many of the concepts of modern math are of the greatest value in helping a student to approach a mathematical problem and to reason about it. On the

other hand, we find that he is quite likely to arrive at the wrong answer if the traditional skills have been neglected. Hence it is the aim of our Mathematics program to combine the concepts of modern math with the traditional skills.

FOREIGN LANGUAGES

LATIN

LATIN 1 — 5 hours — An introductory course in grammar and translation from Latin to English and English to Latin. As much grammar as possible, usually up to the indirect question, is covered. Text: Jenney, *First Year Latin.*

LATIN 2 — 5 hours — Grammar is completed in this course with continued practice in translation from English to Latin. The main work of the course is translation from Latin to English. Text: Jenney, *Second Year Latin* which includes the reading, *The Argonauts;* Caesar, the seven books of *The Gallic Wars,* and if time allows, *The Civil War.*

LATIN 3 — 4 hours — A thorough review of grammar starts a year of continued translation. Text: Kelsey & Meinecke, *Third Year Latin,* from which the readings will usually include Cicero, *Catalinian Orations, The Oration for Archias, The Essay on Old Age, The Essay on Friendship,* and *Letters.* Sometimes there is reading from Pliny and Catullus.

FRENCH

The French courses are planned in sequence to help the student effectively develop his ability to speak and understand spoken French, to read and to write it. Through careful presentation of material, grammar is also studied in an organized fashion. French is the language of the classroom except when the use of English would be more efficient or effective. The Language Library reinforces the oral-aural work of the classroom. Here the student can work at his own pace to help himself overcome his particular problems.

FRENCH 1 — 5 hours — Text: Mauger, *Cours de Langue et Civilisation Francaises — 1.*

FRENCH 2 — 5 hours — Texts: O'Brien & La France, *New Second-Year French;* Campbell- Bauer, *Arsene Lupin;* Harris & Leveque, *Basic French Reader;* Thomas, *Elements of Oral Practice;* Altschuler, *French Idiomatic Constructions.*

FRENCH 3 — 5 hours — Texts: Barton & Sirich, *New French Review Grammar and Composition;* Bagley & Diller, *La France;* Muller & Raffanel, *Si un Jour;* Pagnol, *Topaze;* Torrens & Sanders, *Contes de Nos Jours;* Altschuler, *French Idiomatic Constructions.*

FRENCH 4 — 4 hours — Texts: O'Brien, LaFrance & Brachfield, *Advanced French;* Bagley & Diller, *La France;* Muller & Raffanel, *Si un Jour;* Selected readings from the classics — novels, plays, poetry.

SPANISH

SPANISH 1 — 5 hours — This course seeks to give the student mastery of the basic elements of Spanish grammar and the acquisition of a 1500-word vocabulary. Spanish is increasingly used as the language of instruction throughout the year. Texts: Turk, *Espanol al dia;* Traven, *El tesoro de Sierra Madre;* Heath, *Graded Readers.*

SPANISH 2 — 5 hours — The emphasis of this course is placed on ability to read with comprehension and to discuss in Spanish the literature read. Cultural material concentrates on Latin America. There is a complete review of all Spanish grammar. Classes are conducted largely in Spanish. Texts: Walsh, *Repaso;* Walsh, *Cuentos americanos;* Waldorf, *Veraneo en Mexico.*

SPANISH 3 — 5 hours — This course, conducted entirely in Spanish, is largely concerned with the reading of modern Spanish and Mexican novels. Cultural material concentrates on the history of Spain. Advanced topics in grammar are studied and increased use is made of tapes, recorded dialogues and plays. Readings include Niggli, *Un pueblo mexicano;* Goytortua, *Pensativa;* Alarcon, *El sombrero de tres picos;* Tarr and Centeno, *Review Grammar and Composition;* de los Rios and Garcia Lorca, *Cumbres.*

SPANISH 4 — 4 hours — Conducted exclusively in Spanish, this course devotes one term to a survey of Spanish poetry and drama and two terms to prose, largely contemporary Peninsular and South American prose. Recorded plays and poetry are used. Reading includes Cohen, *Spanish Poetry;* Garcia Lorca, *Yerma;* Uslar Pietri, *Las lanzas coloradas;* Cardona, *Cuatro novelistas espanoles;* Unamuno, *San Manuel Bueno, martir;* Cela, *La familia de Pascual Duarte.*

SPANISH 5 — 3 hours — This is a seminar in literature offered only to advanced students. Emphasis is placed on literary criticism and upon research papers.

GERMAN

GERMAN 1 — 5 hours — The beginning course seeks to develop a firm basis in the basic elements of German grammar, the acquisition of a large basic vocabulary and the ability to translate with accuracy. Text: Chiles, Wiehr & Moeller, *First Book in German.*

GERMAN 2 — 5 hours — This course has three basic purposes. The first is the completion of the study of German grammar *per se.* The second is a development of conversational fluency. The third is a development of reading ability with material selected from magazines, newspapers, adapted German stories and unabridged short stories. Texts: Goedsche, *Sag's Auf Deutsch;* Schultz-Sundermeyer, *Deutsche Sprachlehre Fur Auslander*; Karl Gordon Verlag, *Oesterreichische Erzaehler;* Remarque, *Drei Kameraden.*

GERMAN 3 — 5 hours — in German 3 the student begins to handle German as a literary language. Although he will spend some time in grammar review and advancement, his prime goal will be the reading of numerous Novellen, poems and at least one play. In this course the student will be expected to handle translation and comprehension of the German language with ease. He will begin a study of the history and culture of Germany and Austria. Papers in German will be assigned regularly. Texts: Foltin, *Aus Nah Und Fern;* Loram & Phelps, *Aus Unserer Zeit;* Durrenmatt, *Der Besuch Der Alten Dame;* Bruns, *Die Lese Der Deutschen Lyrik.*

GERMAN 4 — 4-5 hours — German 4 is a cultural survey course with readings ranging from the 13th to the 20th centuries. The student will read several Novellen, plays, a morality play, a court epic, a pastoral narrative poem. With additional assignments in historical and critical essays, the student should leave this course with a firm understanding of German achievements in the past 2000 years. Texts: Hauptmann, *Bahnwaerter Thiel;* Hofmannsthal, *Jedermann;* Mann, *Tonio Kroeger;* Goethe, *Hermann Und Dorothea;* Schiller, *Maria Stuart;* Eschenbach, *Parzival;* Wagner, *Der Ring Des Nibelungen.*

GERMAN 5 — hours to be arranged by the instructor. This course is for those students who wish to continue their study of German beyond the fourth year. Contents of the course will vary according to the interests and needs of the students.

HISTORY

Either Asian History at the 10th or 11th grade level *or* Modern European History at the same levels is required of all students before taking U. S. History. Term papers involving additional reading and research are required in all courses.

ASIAN HISTORY — 4 hours — 10th or 11th grades. A course designed to provide the background for an understanding of developments taking place in the Far East and their effect on world affairs. No text. Readings from Reischauer, *The United States and Japan;* Fairbank, *The United States and China;* Nehru, *The Discovery of India;* Fischer, *Ghandi;* Buck, *The Good Earth;* Markandaya, *Nectar In A Sieve;* Akutagawa, *Rashomon and Other Stories.*

MODERN EUROPEAN HISTORY — 4 hours — 10th or 11th grades. A survey of the political, social and economic developments within the various countries of Europe, their relationships with each other and the rest of the world from the 17th century to the present. Text: Brinton, Christopher and Wolff, *A History of Civilization* (Vol. 2). Readings from Palmer and Colton, *A History of the Modern World;* Stearns (ed.) *Pageant of Europe;* Seaman, *From Vienna to Versailles;* Ausubel (ed.) *The Making of Modern Europe* (Vol. 2) ; and *Problems in European Civilization* pamphlets.

UNITED STATES HISTORY — 4 hours — 12th grade. A course planned to provide the student with significant facts about his country's history and to train him in organizing and interpreting them. It emphasizes constitutional and diplomatic history and relates the development of the United States to developments in other parts of the world. Text: Hofstadter, Miller and Aaron, *The Structure of American History.* Readings from Bailey, *A Diplomatic History of the American People;* Bailey, *The American Spirit;* Hofstadter, *The American Political Tradition;* Kelly and Harbison, *The American Constitution.*

UNITED STATES HISTORY (*Advanced Placement*) — 4 hours — 12th grade by permission of the department. This course covers the same ground as does the regular United States History course, but in more depth and with more time allowed for additional reading and writing papers. Text: Blum, et al., *The National Experience.* Readings from Fine and Brown, *The American Past;* Bailey, *A Diplomatic History of the American People;* Kelly and Harbison, *The American Constitution;* Hofstadter, *The American*

Political Tradition; Donald, *Lincoln Reconsidered;* Goldman, *Rendezvous With Destiny; The Amherst Series — Problems in American Civilization.*

INTERNATIONAL RELATIONS — 2 hours — 11th or 12th grade. A survey of conditions in various parts of the world which create problems for American diplomacy and the methods by which the United States is attempting to meet these problems. It inevitably involves consideration of current events. Readings from Kennan, *American Diplomacy;* Perkins, *The United States and Latin America;* Goldman, *The Crucial Decade;* Shepherd, *The Politics of African Nationalism;* Mathews, *The United States and Latin America;* Stevens, *The United States and the Middle East;* Thorpe, *The United States and the Far East.*

SCIENCE

SCIENCE 1 — 4 hours — required for all 9th graders. This course is an introduction to some of the problems and techniques which are explored in more detail in Biology, Chemistry and Physics. The course is taught jointly by the Biology, Chemistry and Physics instructors. Texts: Pickard and Radomsky, *Introductory Chemistry and Physics;* Swanson, *The Cell.*

BIOLOGY 1-A — 6 hours — primarily 10th grade. An introductory course in which the student studies both plants and animals with concentration upon the similarities of different living forms. Chemical and physical processes of living organisms are investigated to show adaptation to different ways of life. Both anatomy and physiology are studied in the laboratory. Text: Weisz, *Elements of Biology.*

BIOLOGY 1-B — 6 hours — primarily 11th and 12th grades. An introductory course at the college level. The subject matter is similar to that covered in Biology 1-A but it is explored in greater depth. More emphasis is placed upon individual research. Term papers are required. Text: Johnson, Laubengayer and De Lanney, *General Biology.*

CHEMISTRY — 7 hours — 11th and 12th grades. The course emphasizes the development of the scientific attitude toward solving chemistry problems through the chemical study approach developed by the National Science Foundation. Text: Chem. Study Group, *Chemistry, a Laboratory Approach.* A research paper is required of each student.

PHYSICS — 7 hours — 11th and 12th grades. This course deals with the nature of matter from the modern point of view. It covers the Universe, Optics and Waves, Mechanics, Electricity and Atomic Physics. Text: Physical Science Study Committee, *Physics*. Students may undertake special laboratory projects.

ADVANCED TOPICS IN BIOLOGY — 2 hours — 11th or 12th grade by permission of the department. A proposed course to be started in the fall of 1966 in which more advanced material in Biology will be studied.

ADVANCED TOPICS IN CHEMISTRY — 2 hours — 12th grade by permission of the department. The Chem. Study material is completed. The Chemical Bond Approach material and/or other topics are considered at the choice of the student and the teacher.

ADVANCED TOPICS IN PHYSICS — 2 hours — 12th grade by permission of the department. In this course, P.S.S.C. *Physics* is completed and some of the more advanced topics from P.S.S.C. are explored at the choice of the student and the teacher.

Seniors who are taking Advanced Topics in Chemistry or Advanced Topics in Physics and who have the permission of the department may participate in a program called *INTEGRATED SCIENCE RESEARCH* to which 3 hours are devoted on Saturday mornings. No academic credit is given for this program. It is planned to develop manual dexterity in the use of shop equipment together with an approach to scientific research. Scientific problems are posed and then experiments are designed and carried out by the student in an effort to solve the problems.

OTHER COURSES

PUBLIC SPEAKING — 1 hour — Required for all seniors. The course is designed to train boys to think and to express themselves coherently and forcefully in front of an audience. Sometimes their talks are prepared; sometimes they are completely extemporaneous.

HISTORY OF WESTERN ART — 2 hours — Elective for juniors and seniors. The course involves an introduction to visual and plastic esthetics with color slide lectures illustrating major works of painting, sculpture, and architecture, from pre-history to contemporary times. Six short critical or historical papers and readings from the following texts are required: Pope, *The Language of Drawing*

The Phillips Building contains offices, dining hall, dormitory rooms.

The Frost Building houses laboratories, classrooms, and the library.

The Library in the Frost Building.

and Painting; Wolfflin, *Principles of Art History;* Gardner, *Art Through the Ages;* Gombrick, *The Story of Art.*

INSTRUMENTAL MUSIC — a half unit of academic credit may be earned by any boy who elects to take individual weekly lessons on a musical instrument, who practices four periods per week, and who participates in one of the Academy's instrumental groups.

MUSIC THEORY AND APPRECIATION — 1 or 2 hours — Elective for all boys. A course to train the students in the basic elements of musical structure and form, and with a variety of texts and recordings, to develop an understanding of the techniques of musical composition.

PHILOSOPHY — 2 hours — 11th and 12th grades with permission of the instructor. The course in philosophy is designed to introduce the student to philosophical problems and to strict logical reasoning, chiefly through discussion of philosophical essays, both ancient and modern. Readings include Lewis Carroll, *Alice in Wonderland;* Whitehead, *The Aims of Education;* Copi, *Logic;* Mandelbaum, Gramlich and Anderson, *Philosophical Problems;* Sartre, *Nausea.*

WORK PROGRAM

All boys take part in the work program. Each one takes care of his own room, helps in cleaning his dormitory, and takes his turn waiting on tables. Besides these regular jobs, a boy may be a member of the staff of the school store, the athletic stockroom, the library, or the post office. He should expect to be called upon to help in other ways when and where he is needed.

GUIDANCE AND COUNSELING

All masters expect to counsel boys and any master may advise a boy, depending upon the problem involved. The corridor master usually acts *in loco paren-*

tis in everyday matters. The school chaplain provides guidance on spiritual problems and the Headmaster is sought by, and seeks out, boys on problems of all sorts. Academic guidance is the province of the Director of Studies, who handles college placement and is advisor to seniors. He is also chairman of a committee of experienced faculty members who act as academic advisors, one at each grade level.

STUDENT GOVERNMENT

The Academy strongly believes in the development of a sense of responsibility in all students. One of the ways of achieving this purpose is through the involvement of the largest number of boys in the activities of student government. Accordingly, all members of the senior class carry out important assignments as supervisors of the library, study hall, dormitories, and dining room under the leadership of three elected class officers. In addition, the class as a whole works closely with the Headmaster on matters of discipline and school morale.

ATHLETICS

Governor Dummer has a vigorous athletic program in which all boys are required to take part under the coaching and supervision of the masters. Each boy is expected to contribute to the extent of his natural ability, and, to make this possible, a sufficient number of squads is provided in each sport to permit the boy to compete at his own level. Games with teams from other schools are arranged for virtually all squads.

Although the various teams may compete with a wide variety of schools, the schools which they most often meet are indicated by the 1965 varsity football and soccer schedules set forth below.

Varsity Football

St. Sebastian's Country Day School
Moses Brown School
Browne and Nichols School
Milton Academy
Groton School
St. Mark's School
Belmont Hill School

Varsity Soccer

Phillips Academy, Andover
Noble and Greenough School
Browne and Nichols School
Brooks School
St. Paul's School
Milton Academy
Belmont High School
Tabor Academy
Medford High School
St. Mark's School
Middlesex School
Belmont Hill School

The fall sports are cross-country, football, and soccer. In the winter the boys may choose among basketball, hockey, track, and wrestling. Baseball, golf, lacrosse, tennis, and track are the organized sports in the spring.

Recreational golf, tennis, skating, and skiing are available for spare time in season, and optional Sunday trips to the snow country in New Hampshire are organized under the supervision of a master. The Ould Newbury Golf Club maintains a good nine-hole course on land which is leased to the Club by the Academy. The arrangement provides that Governor Dummer boys who wish may enjoy the privileges of the course by paying to the Club an annual fee of $12, tax included.

Governor Dummer's athletic plant includes two gymnasiums; three football and lacrosse fields; four

soccer fields; three baseball fields; a quarter-mile cinder track with a 220-yard straight-away, and appropriate run-ways and take-offs for field events; a hockey rink with artificial ice; six all-weather tennis courts; and access to the Ould Newbury golf course.

Any senior may substitute a project for athletics during any one term. The project may involve music, art, literature, research, or anything that seems constructive to the Headmaster, from whom permission must be obtained. All such projects are supervised by a faculty member recruited by the student and familiar with the field of endeavor in which the project is undertaken.

ACTIVITIES

Boys are encouraged to participate in extracurricular activities in the time not absorbed by their studies. The following are available:

Organizations

Art Club
Camera Club
Chess Club
Choir
Debating Club
Dramatic Club
Fishing Club
Glee Club
Instrumental Groups
Literary Club
Machine Shop
Outing Club
Press Club
Religious Discussion Group

The Academy is glad to encourage new and perhaps informal organizations, such as popular music groups and a Stamp Club, if there is sufficient interest.

Publications

The Governor, the school newspaper

The Milestone, the year book

Dances

The school sponsors several dances during the year including the formal Spring Prom. The Glee Club has a schedule of joint concerts with girls' schools and a dance follows each of these concerts. Each year there are varying numbers of invitations from nearby girls' schools to supply groups of boys for dances at those schools.

HEALTH

Two experienced trained nurses are in residence at the school infirmary. The Anna Jaques Hospital in Newburyport, ten minutes away, is available in emergency cases. This hospital is recognized as a Grade A institution by the American College of Surgeons. The school physician is on call at all times and visits the infirmary daily when any boy needs attention.

All boys are instructed to report any sickness or accident to the nurses. It is our policy to call the school physician in all cases about which there is doubt in the nurses' minds. Care is taken to report to the parents all illnesses and accidents which are not trivial. In some cases we make the first report by telephone or telegraph.

VACATIONS AND WEEK-END PERMISSIONS

In addition to the regular vacations at Christmas and in early spring, there is a Thanksgiving recess extending from the close of classes on Wednesday to Sunday evening, and a "Winter Week-end" extending from the close of classes on Thursday to Sunday evening in mid-February. If a boy's scholastic effort is satisfactory, he may also secure a week-end permission at least once each term to go home, to visit relatives, or to visit another boy's family.

COLLEGE ADMISSION

Governor Dummer prepares its graduates for a wide variety of colleges. In the five years 1961-1965, there were 291 boys graduated, not including English Exchange students, of whom 288 or 99% gained college acceptances. Colleges which received five or more boys, with the number received, are as follows:

Amherst	5	U. of New Hampshire	8
Bowdoin	9	Princeton	5
Brown	6	Stanford	5
Bucknell	5	Tufts	9
Colgate	6	Trinity	7
Columbia	6	U. of Pennsylvania	13
Cornell	7	U. of Vermont	5
Dartmouth	10	Wesleyan	8
Denison	7	Williams	5
Harvard	21	Yale	6
Middlebury	8		

GEOGRAPHICAL DISTRIBUTION

For the school year 1964-1965, the Academy opened with 225 boarding boys enrolled from 30 states, the District of Columbia, and 5 foreign countries as follows:

Alabama	1	Missouri	1
California	3	New Hampshire	10
Colorado	1	New Jersey	11
Connecticut	17	New York	23
Delaware	1	North Carolina	1
District of Columbia	2	Ohio	3
Florida	3	Pennsylvania	5
Illinois	4	Rhode Island	3
Indiana	2	South Carolina	2
Iowa	1	Vermont	1
Kansas	1	Virginia	1
Kentucky	2	West Virginia	1
Louisiana	1	Wisconsin	1
Maine	11	Canada	2
Maryland	1	Hong Kong	3
Massachusetts	101	Kuwait	1
Michigan	1	Saudi Arabia	1
Minnesota	1	Venezuela	1

VISITS TO SCHOOL

Parents are welcome at Governor Dummer at any time, and especially for games, concerts, or Sunday chapel. On Saturday or Sunday when other appointments do not conflict, boys may obtain permission to leave the campus for a stated period of time with their parents or other adults and to miss either the mid-day or the evening meal. The school will use its discretion as to the number of such permissions granted each term.

EXPENSES

For a *boarding student* unavoidable charges are the following:

$2,750 per year payable in three installments (September 1, December 1, and February 1,) or through either the Insured Tuition Payment Plan, or the Insured Education Plan, details of which are available on request. This includes tuition, room, and board; expenses incurred *at the school infirmary* for out-patient treatment, residence and nursing care up to seven days per illness, ordinary medicine, and the services of the school physician; and dormitory room furnishings including bed linens (but not blankets).

$50-$75 per year for miscellaneous expenses including the cost of books and school supplies; athletic equipment not provided by the school (shoes, skates, hockey and lacrosse sticks and gloves, tennis rackets, golf clubs); and College Board examination fees for upper classmen.

For a *day student living in areas other than the Town of Newbury or the Parish of Byfield* unavoidable charges are the following:

$1,400 per year payable in three installments as above or through the Insured Tuition Payment Plan. This includes tuition and luncheons.

$50-$75 per year for miscellaneous expenses as above.

For a *day student living in the Town of Newbury or the Parish of Byfield* unavoidable charges are the following:

$700 per year payable in installments as above. This includes tuition and luncheons.

$50-$75 per year for miscellaneous expenses as above.

The school establishes its operating budget on the basis of the enrollment of all boys for the entire academic year. For this reason, in the case of a boy absent, withdrawn, or dismissed, no adjustment of tuition charges will be made except by vote of the Board of Trustees.

For both boarding and day students there are certain optional school expenses and personal expenses. These might include subscriptions to the student publications, the annual spring and fall dances, optional bus trips, laundry and pressing clothes, $2 or $3 weekly allowance, and health insurance or actual medical expenses not covered in the tuition payment.

The school does not charge for weekly Saturday evening entertainment, nor for most lectures or concerts at the Academy. There are no laboratory, library, machine shop or photographic dark room charges. The athletic department provides uniforms and protective equipment for all boys young and old.

ADMISSION

Because of the limited number of places available for new boys each year, we cannot accept every applicant who meets the minimum scholastic requirements. Selection is based on character, seriousness of purpose, and upon scholastic record and promise. The Academy is interested in having qualified students from all

sections of the country. No new students other than exchange students are admitted to the senior class.

Admission procedure for *boarding students* is normally the following:

1. *Preliminary Application.* A preliminary application card is enclosed. Parents who may wish to have their sons become candidates should fill out and return this card. Filing it does not involve a fee and does not commit the parents to the school. It only insures that they will be notified at the proper time of further steps in the admissions procedure.
2. *Interview.* Unless distance or other circumstances make it impossible, we ask all candidates to visit the Academy for a personal interview. Such visits are welcomed at any stage of the admissions procedure, but because the interview is a factor taken into account by the Admissions Committee, the Committee will not consider a final application until the interview, if there is to be one, is held.

   The Admissions Office is open from 9:00 A.M. to 5:00 P.M., Monday through Friday, throughout the year. During term time it is open from 9:00 A.M. to 12:00 noon on Saturdays, and on Saturday afternoon by request. During school vacations it is open on Saturdays by request only. It is not open on Sundays. Visitors are respectfully but urgently asked to make appointments in advance.
3. *Secondary School Admission Tests.* These tests, administered in December, February, and

April of each school year at centers throughout the world by the Educational Testing Service, are asked of all candidates. A Bulletin of Information describing these tests and containing an application for a ticket of admission to them will be mailed to all candidates for admission in the following September who have filed preliminary applications. It is strongly recommended that candidates take the tests in December, for there are usually few vacancies left for boys who take the tests in February or April.

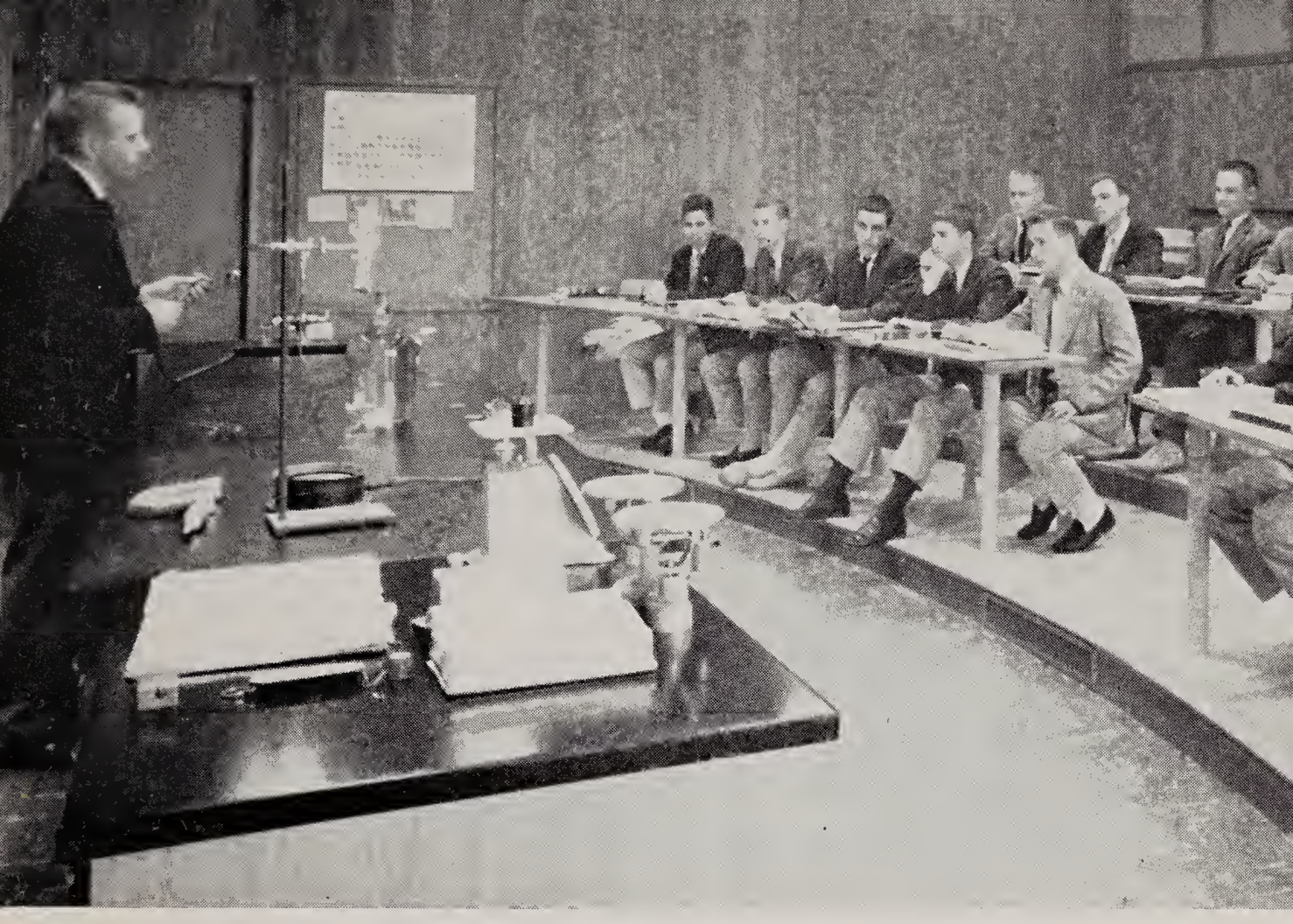
4. *Final Application.* On or about December 1, the school will mail to each preliminary applicant a final application form with appropriate filing instructions. We cannot assume responsibility for having the transcript part of the final application form sent to us and must ask parents to see to it that this is done.
   For boarding candidates there is no deadline for filing a final application, but in order that it may receive prompt and full consideration, we recommend that it be filed as soon as possible after it is received.
5. *Notification.* By agreement with other members of the Secondary School Admission Test Board no candidate for admission in September, 1966, will receive a formal acceptance prior to February 15, 1966, unless the candidate happens to attend an elementary school which is a member of the National Association of Independent Schools and has followed the

early-acceptance procedure set up by that organization. Insofar as possible, all candidates whose files are complete by February 15 will be notified by letter bearing that date of the Admissions Committee's decision on their applications. Others will be notified as their files are completed.

6. *Enrollment.* For each boy accepted in February, a place will be saved until March 15. Parents should notify the school by letter on, or as far as possible in advance of, that date if the boy will attend and is to be enrolled at Governor Dummer. The parents' letter must be accompanied by an enrollment deposit in the amount of $50. This sum is non-returnable, but it will be credited against the first tuition payment. Enrollment will be confirmed promptly by letter from the school.

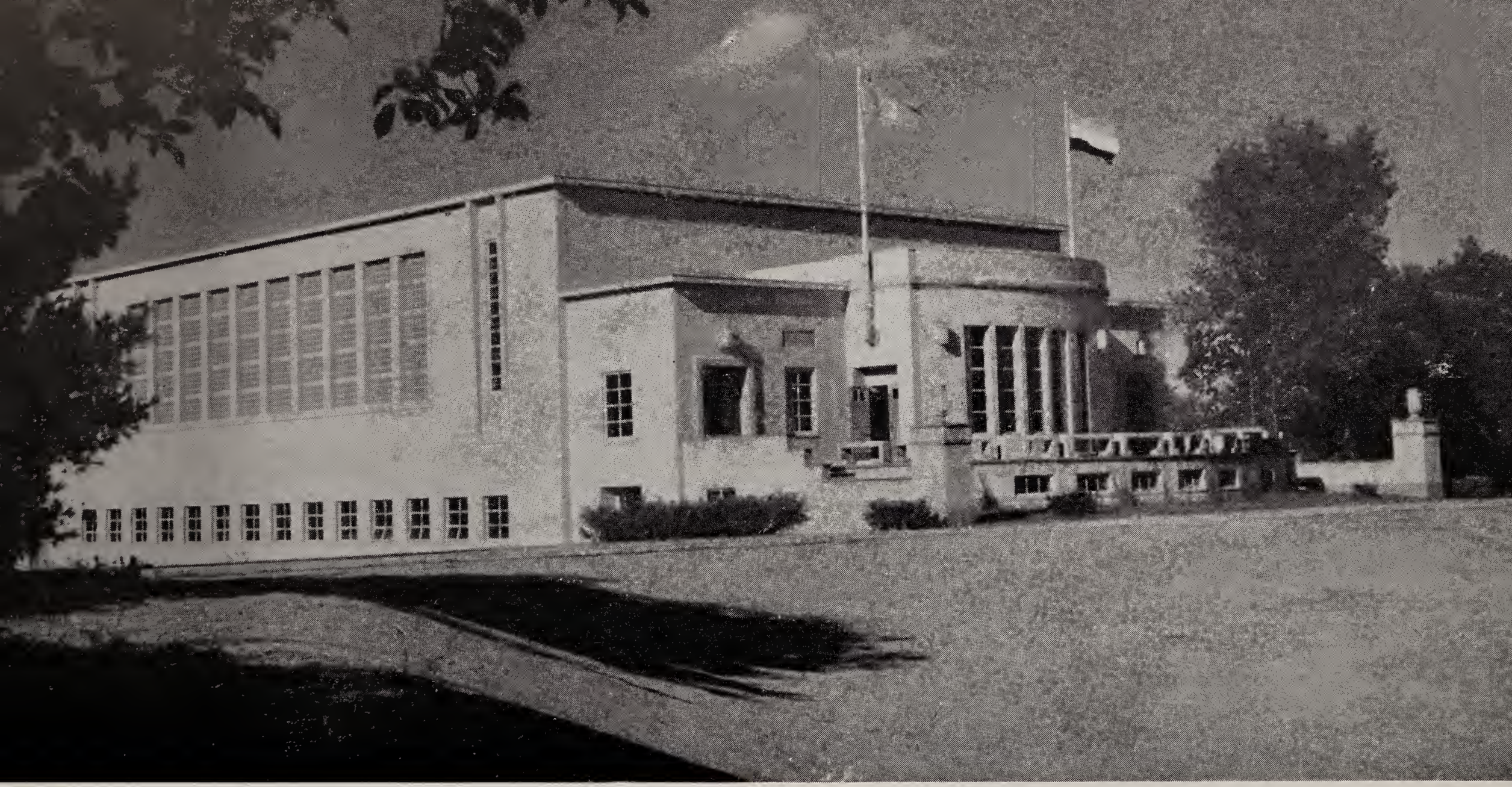
   The amount of time during which places will be saved for boys, if any, accepted after February will be stated in the acceptance letters.

7. *Placement Tests.* In the absence of special circumstances, we ask all newly-enrolled boys to take tests in English, Mathematics, and, where appropriate, in foreign languages to help us place them in proper courses and sections. If the boy comes to us from a school at which he writes the May N.A.I.S. examinations, we will ask such school to forward the boy's papers to us and use them for placement purposes. If the boy does not write N.A.I.S. examinations, we ask him to take tests of our own devising in



A Physics class in the Science Lecture Room.

The living room in Moody House, a freshman dormitory.



The Alumni Gymnasium.

early May. These are administered at the school for boys who live within a reasonable distance. They are mailed to the parents of boys living at a greater distance and may be administered at home or elsewhere according to arrangements made by the parents.

Admission procedure *for day students* is the same as that for boarding students with the following exceptions:

1. Day student candidates must take Secondary School Admission Tests in December.
2. A final application must be filed by January 15 of the calendar year in which admission is proposed.

   Day students are accepted only if they live in the following areas: Newbury, Newburyport, West Newbury, Rowley, Salisbury, and that part of Georgetown within the Byfield Parish.

SCHOLARSHIP AID

Insofar as possible we provide scholarship aid to deserving and well-qualified boys. There is no set schedule of scholarships, the awards depending upon the strength of the boy's qualifications and his financial need. Parents applying for such aid are asked to fill out a School Scholarship Service form which will be sent if need for aid is appropriately indicated on the final application for admission. Both boarding and day students may qualify for scholarship aid.

CALENDAR FOR SCHOOL YEAR

1965-1966

Opening Day	Wednesday, September 15
Parents' Day	Saturday, October 23
Thanksgiving Vacation	Wednesday, November 24
	Sunday, November 28
Christmas Vacation	Thursday, December 16
	Tuesday, January 4
Winter Week-end	Thursday, February 17
	Sunday, February 20
Spring Vacation	Friday, March 11
	Wednesday, March 30
Commencement Exercises	Friday, June 3
	Saturday, June 4

WEEK-DAY SCHEDULE

Breakfast	7:15 a. m.
Work period	7:45 - 8:00
Class periods (45 minutes each)	8:10 - 3:00
Luncheon for freshmen	11:40 a. m.
Luncheon for all others	12:30 p. m.
Athletics	3:30 - 5:30
Dinner	6:00
Study period	7:30 - 9:30
Lights out for freshmen	10:00
Lights out for sophomores	10:30
Lights out for juniors	11:00
Recommended lights out for seniors	11:00

ROSTER OF STUDENTS 1964-1965

SENIORS

Allen, Jay W.	*Newbury*
Al-Qatami, Faisal Y. E.	*Kuwait*
Anderson, J. Borden	*Clearwater, Florida*
Apollonio, Nicholas T. C.	*Rockport, Maine*
August, R. Diedrich	*Manchester, Vermont*
Bergmann, T. Douglass	*Manhasset, New York*
Brody, A. Alexander, Jr.	*Los Angeles, California*
Browne, Timothy W.	*Brunswick, Maine*
Callen, Brock W.	*Rumson, New Jersey*
Cameron, Arthur A., Jr.	*Pacific Palisades, California*
Chase, Alan L.	*Newburyport*
Crocker, Donald M., Jr.	*Fitchburg*
Dorsey, Bradshaw N.	*Beverly*
Dunton, Charles H.	*Bradford, Pennsylvania*
Eddy, D. Brewer	*Duxbury*
Evans, Frederick T.	*Wakefield*
Fuess, David C.	*Washington, D. C.*
Glover, Dudley S.	*Haverhill*
Gregg, A. John	*Stonington, Connecticut*
Gromko, William F., Jr.	*Peabody*
Hampshire, John F., Jr.	*Worcester*
Hannon, R. Douglas	*Rumson, New Jersey*
Haydon, John P. K.	*Beverly*
Helm, Henry E.	*Essex, Connecticut*
Henry, D. Dickinson, Jr.	*Belmont*
Hill, John C., Jr.	*Bedford, New York*
Horenstein, Henry	*Brookline*
Horne, Gregory S.	*West Boylston*
Imber, Peter K.	*Reading, Pennsylvania*
Jack, Richard M.	*Beverly*
Johnson, Craig G.	*Andover*
Kan, Philip S.	*Hong Kong, B. C. C.*
Kane, Jeffrey H.	*Swampscott*
Kingsbury, Keith J.	*Wayland*
Knapp, Anthony V., Jr.	*Newbury*
Koutsos, John C.	*Manchester, New Hampshire*
Leahey, Garret D., Jr.	*Lowell*
Linberg, Kenneth A.	*West Hartford, Connecticut*
Lister, Bradford C.	*Hamilton*
Mackenzie, John M.	*South Byfield*
Magrane, J. Scott, Jr.	*Montclair, New Jersey*

Major, William E.	*Willimantic, Connecticut*
McGuire, James C.	*New London, Connecticut*
McNally, John M.	*Andover*
Merry, Brian	*Byfield*
Mingledorff, Eric G.	*Monroe, Louisiana*
Morton, Arnold L., Jr.	*Gloucester*
O'Dea, Thomas L.	*Newbury*
Parasco, Chester, Jr.	*East Walpole*
Pope, Christopher M.	*Nashua, New Hampshire*
Rolfe, Stephen M.	*Marblehead*
Russell, William W., 4th	*Wilmington, Delaware*
Sargent, Peter B.	*South Byfield*
Sexton, Ralph E., II	*Winchester*
Shepard, Frederick J.	*Marblehead*
Sheppard, David P., Jr.	*Washington, D. C.*
Starr, Mark	*Newton Centre*
Sullivan, David B.	*Wilton, New Hampshire*
Thomas, Russell E.	*Greencastle, Indiana*
Wait, H. Richard, III	*Skaneateles, New York*

JUNIORS

Adams, Jeffrey S.	*Exeter, New Hampshire*
Applegate, Manly E.	*Sewickley Heights, Pennsylvania*
Baer, Sideris D.	*Rowley*
Barghoorn, Steven F.	*Cambridge*
Barker, Frederick W., II	*Syracuse, New York*
Bates, Donald T., Jr.	*Harwich*
Billings, Samuel G.	*West Hartford, Connecticut*
Bird, Sidney M., IV	*Reading*
Bitting, Kenneth H., III	*St. Louis, Missouri*
Bryer, John G.	*Hampton, New Hampshire*
Burnham, Robert C.	*Cohasset*
Caldwell, Edgar M.	*Anchorage, Kentucky*
Clark, Lincoln, III	*Chelmsford*
Coleman, Peter K.	*Gardner*
Comins, Frederic M., Jr.	*Short Hills, New Jersey*
Conn, Martin S.	*Akron, Ohio*
Connolly, James T., Jr.	*Newburyport*
Cooke, Groverman E.	*St. Charles, Illinois*
Eisenberg, Charles S.	*Chestnut Hill*
Emerson, R. Scott	*Roslyn Heights, New York*
Erickson, Robert D.	*St. Paul, Minnesota*
Estes, Charles D.	*Scott Air Force Base, Illinois*
Estey, David B.	*Norwood*

Eu, Henry Y. W.	*Hong Kong, B. C. C.*
Gourlie, Malcolm P.	*Thompsonville, Connecticut*
Gripper, Stephen F.	*Saugus*
Heald, Thomas W.	*Marshfield*
Hicks, Peter C.	*Worcester*
Hildreth, Thomas C.	*Marblehead*
Hilliard, Laurence M.	*Westport, Connecticut*
Holmes, David C.	*Darien, Connecticut*
Hope, Roy E. A.	*Bloomington, Indiana*
Howard, John H., Jr.	*Brockton*
Hudson, Donald P.	*Newbury*
Hyde, Simeon, III	*Andover*
Indseth, Robert A.	*Webster City, Iowa*
Jaffe, W. Walter	*Fall River*
Johnson, Leonard W., Jr.	*Amesbury*
Kay, Scott B.	*Saudi Arabia*
Keeler, James H., 3rd	*Rowley*
Keeney, Timothy R. E.	*Somersville, Connecticut*
Kelliher, P. Gregory	*Rowley*
Knapp, C. Spencer	*Rochester, New York*
Lee, Charles H.	*Spartanburg, South Carolina*
Leonard, J. Andrew, II	*Manchester*
Lilly, George C.	*West Falmouth*
Little, Michael J.	*Newbury*
MacLeod, Richard L.	*New Bedford*
Maier, Timothy R.	*Racine, Wisconsin*
Morgan, C. Gary	*Andover*
Morse, Charles W., III	*Newbury*
Navins, Peter L.	*South Byfield*
Nickerson, Mark W.	*Watertown*
Oliker, David W.	*Auburn, New York*
O'Neill, Paul R.	*South Byfield*
Richards, David B.	*Lunenburg*
Robreno, Eugenio	*Caracas, Venezuela*
Rowland, Randolph	*Upper Montclair, New Jersey*
Ryder, Frank J., III	*Marion*
Schumann, R. Ford, Jr.	*Binghamton, New York*
Silsby, Bradford H.	*Beverly Farms*
Stevens, David C.	*South Hamilton*
Stonebraker, David W.	*Newbury*
Strater, Minshall G.	*York Village, Maine*
Sullivan, Barry	*Newburyport*
Tenney, Harral S.	*Newburgh M.D., New York*
Tinker, David W.	*Andover*

Toth, J. Thomas	*Olean, New York*
Tower, George W., IV	*North Stamford, Connecticut*
Trickey, John L.	*Carlisle, Pennsylvania*
Uhl, Stephen D.	*Hinsdale, Illinois*
Vaughan, Robert H.	*Groveland*
von Berg, William G., Jr.	*Rochester, New York*
Walker, Thomas S.	*Melrose*
Weber, Jeffrey C.	*Syracuse, New York*
Wellman, John G., Jr.	*Johnsonville, South Carolina*
Whitmore, John A.	*Marblehead*
Winer, Samuel J.	*Haverhill*
Woodward, Dana W., Jr.	*Marblehead*
Yohn, Geoffrey K.	*Manchester, New Hampshire*

SOPHOMORES

Adolph, Keith L.	*Canton, Ohio*
Alfond, William L.	*Waterville, Maine*
Bailey, Richard T.	*Weston*
Barnes, R. Macdonald, Jr.	*Highlands, New Jersey*
Barnes, William H.	*Taunton*
Beach, Bennett H.	*Mount Kisco, New York*
Beatty, Edwin S.	*Winter Haven, Florida*
Block, Roger T.	*Fitchburg*
Bolles, Russell S.	*Ipswich*
Boucher, Richard D.	*Northampton, Pennsylvania*
Brayton, Richard M.	*Durham, New Hampshire*
Burt, Winston S.	*Weston*
Cameron, Scott D.	*Pacific Palisades, California*
Clark, Remington A., III	*Winchester*
Congdon, Phillip S.	*Fitchburg*
Crawford, Richard B.	*Hingham*
Creed, Andrew F.	*Byfield*
Curtis, Douglas J.	*Fort Leavenworth, Kansas*
Davidson, J. Barry, Jr.	*Skaneateles, New York*
Easton, John Y.	*West Newton*
Emerson, John W.	*Roslyn Heights, New York*
Emmons, O. Scotten	*Grosse Pointe Farms, Michigan*
Erwin, Richard C., Jr.	*Winston-Salem, North Carolina*
Evans, Carter S.	*Darien, Connecticut*
Fink, Peter N.	*Carbondale, Illinois*
Finn, Philip T.	*New Castle, New Hampshire*
Follansbee, Harper, Jr.	*Andover*
Forte, Jeffrey P.	*Anniston, Alabama*
Gay, Donald F., Jr.	*Cleveland, Ohio*

Gerard, Anthony R. H.	*Bernardsville, New Jersey*
Greenberg, Stanley F.	*Portland, Maine*
Guernsey, Roger E.	*Worcester*
Haggerty, William M.	*Salisbury Beach*
Hemmerich, Paul A.	*Port Credit, Ontario*
Jasper, David W., III	*Syracuse, New York*
Leary, Kevin R.	*Arlington*
Lewis, David S.	*Groton*
Magrane, Ross W.	*Montclair, New Jersey*
Marsh, David R.	*Boxford*
Meyers, Roy P.	*Lexington, Kentucky*
Miles, Michael V.	*Marblehead*
Miller, Lawrence E.	*New York, New York*
Morgan, Daniel M.	*Shrewsbury*
Munro, Hugh, II	*Wellesley*
Murphy, Charles M., Jr.	*Old Lyme, Connecticut*
Nevius, James C.	*Red Bank, New Jersey*
Nichols, Andrew G.	*West Newbury*
Noel, Wayne M.	*Byfield*
Osgood, Peter B.	*Marblehead*
Parker, Stephen W.	*Summit, New Jersey*
Pearce, A. Webster	*Princeton, New Jersey*
Perkins, Ralph H.	*Andover*
Poon, Wilfred	*Hong Kong, B. C. C.*
Pugh, H. Reid, II	*Charleston, West Virginia*
Purinton, Charles A., II	*South Byfield*
Reid, Dwight H.	*Lakeville, Connecticut*
Rimmington, Andrew J.	*Victoria, British Columbia*
Rogers, Michael J.	*Milton*
Romero, Gene D.	*Attleboro*
Rothfeld, Alan F.	*Perry Point, Maryland*
Schwarzer, Joseph K., II	*Cazenovia, New York*
Story, Joseph, II	*Newbury*
Strater, Jonathan W.	*York Village, Maine*
Swift, George H., III	*Lake Forest, Illinois*
Taylor, Thomas G.	*Providence, Rhode Island*
Tucker, David N.	*Wellesley*
Westhafer, W. Ward	*Rowley*
Wood, Jeffrey W.	*Old Town, Maine*

FRESHMEN

Babcock, Dana H., Jr.	*Clinton, New York*
Barrett, Leo L., III	*Newburyport*
Bennett, Edwin J.	*Osterville*

Berntsen, Carl A., III	*Rye, New York*
Brown, Albert H.	*Carbondale, Colorado*
Carpenter, John A., Jr.	*Sodus, New York*
Collins, Frederick B.	*New Canaan, Connecticut*
Cox, Steven B.	*Camden, Maine*
Degen, William M.	*Middletown, New York*
Francis, David W.	*Marion*
Griffin, Brian M.	*Newburyport*
Haas, Richard H., Jr.	*Nashua, New Hampshire*
Hulbert, W. Truxton	*Wayland*
Jacobs, R. Thomas	*Osterville*
Johnson, Charles S., III	*Arlington, Virginia*
Keeney, S. Denison	*Somersville, Connecticut*
Lappin, P. Michel	*Pawtucket, Rhode Island*
Levings, Steven W.	*Wellesley Hills*
Madden, William C., Jr.	*Osterville*
Martin, Robert T.	*Melrose*
McDougall, David J.	*South Byfield*
McGuirk, Murray B.	*Hampton, New Hampshire*
Merriman, Edward	*Cambridge*
Murphy, Stephen M.	*South Byfield*
Nahil, Fred J., Jr.	*Haverhill*
Newcomb, Robert M., II	*Middlefield, Connecticut*
Ogg, R. Danforth, Jr.	*East Boothbay, Maine*
Page, D. Christopher	*Caribou, Maine*
Parsons, Robert W.	*Barrington, Rhode Island*
Raymond, Ross N.	*Ipswich*
Robinson, E. Stephen	*Amesbury*
Sargent, Thomas J.	*South Byfield*
Schaefer, V. Jonathan	*West Dennis*
Shay, James B., Jr.	*Fall River*
Smith, C. Cameron	*South Swansea*
Smith, Jonathan H.	*Wellesley*
Smith, Nathaniel T.	*Wellesley*
Sowles, John W.	*Falmouth, Maine*
Spang, Carl F., Jr.	*Wellesley*
Stevens, Mark L.	*New York, New York*
Tucker, Marc K.	*Newburyport*
Urann, Marcus M., III	*South Duxbury*
Wallace, Peter B.	*Lunenburg*
Wannop, John W., Jr.	*Wianno*
Worthen, Joseph W., 2nd	*Marblehead*